

# 88 Presenting the Facts



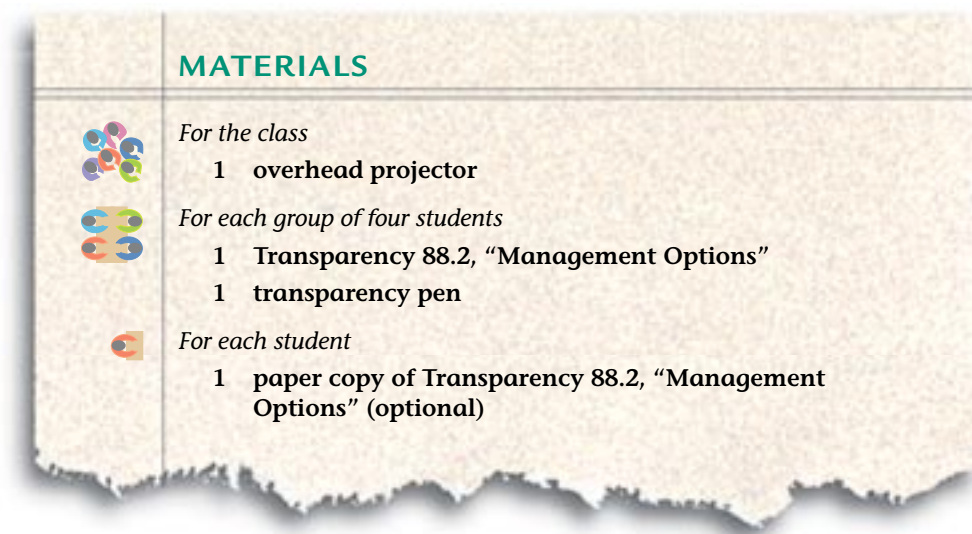
Introduced species can have an enormous impact on the economy as well as on native ecosystems. Your research project and your study of ecology have helped you to become an expert on one introduced species. Why are some introduced species more likely to be successful than others?

## CHALLENGE

What, if anything, should be done about the introduction of a new species into an ecosystem?



*These workers are removing hydrilla and other aquatic plants from a lake.*



## PROCEDURE



1. In Activity 73, "Introduced Species," you began a research project on an introduced species. You will now present your research to the class. Use Student Sheet 73.1, "Introduced Species Research," as you plan your presentation. Your presentation should help your audience make an informed decision about what, if anything, to do about this introduced species.

When planning your presentation, remember:

- All the members of your group must participate.
  - Since any group member may be asked to answer questions from the class, all group members should fully understand the report.
  - Your presentation time is limited.
  - Many people learn best from a mix of visual, written, and spoken information. Include graphs and maps when possible.
  - While you have your own opinions on this issue, it is important that you present unbiased and complete information. The members of your audience can then make their own decisions.
  - You may want to role-play different experts when presenting your information, such as the people who might present information at a city council meeting. The class would represent the community members who would be voting on a decision.
2. List all of the options that are available for dealing with your introduced species on Transparency 88.2, "Management Options."
  3. Begin by presenting general information about your introduced species to the class. Respond to any questions that other students may have.

4. Ask the class what they think are the pros and cons of each of the options you presented. Record their responses on Transparency 88.2.
5. If you are aware of issues that were not brought up by the class, add them onto the transparency.
6. Have the class vote on what, if anything, should be done about the introduction of this species into new ecosystems.
7. Listen to and participate in other groups' presentations.

## ANALYSIS

1. Many species are accidentally introduced into North American ecosystems from other countries each year. The opposite is also true: North American species are also introduced into other countries.
  - a. What other countries or other areas of the United States are most likely to exchange species with the area where you live?
  - b. Only a small fraction of species that are introduced are successful enough to create problems in their new environment. What features of a species do you think make it likely to be successful in a new environment? Use specific examples from the project presentations in your answer.
-  2. How do you think the number of introduced species in the United States will change over the next 50 years? Explain your reasoning.
-  3. Write a letter to the editor of a local newspaper describing the situation of an introduced species. Explain what, if anything, you think should be done about the species. Support your answer with evidence and discuss the trade-offs of your decision.

**Hint:** To write a complete answer, first state your opinion. Provide two or more pieces of evidence that support your opinion. Then discuss the trade-offs of your decision.

